



English Learning, Migrant Programs, and Refugees

Charlie Geier

Rachel Davidson

Olga Tuchman

Cultural Simulation

По результатам исследования одного английского университета, не имеет значения, в каком порядке расположены буквы в слове. Главное, чтобы первая и последняя буквы были на месте. Остальные буквы могут следовать в любом беспорядке, все равно текст читается без проблем. Психологи это называют тем, что мы не читаем каждую букву по отдельности, а все слово целиком.

I. English Learners

Purpose:

This section provides information on who is an EL student and common acronyms used

A Little Quiz

1. Can you identify the following terms?

- ENL
- LEP
- FEP
- EL
- ELL
- ILP
- ESL

Answers

ENL – English as a New Language – high school course

LEP – Limited English Proficient – Levels 1-4

FEP – Fluent English Proficient – Level 5

EL – English Learner

ELL – English Language Learner

ILP – Individual Learning Plan

ESL – English as a Second Language

Who is a EL Student?

Federal Definition:

Means an individual—

- (A) who is age 3 through 21;
- (B) who is enrolled or preparing to enroll in an elementary school or secondary school;
- (C)(i) who was not born in the United States or whose native language is a language other than English;
 - (ii) (I) who is a Native American or Alaska Native, or a native resident of the outlying areas; and
 - (II) who comes from an environment where a language other than English has had a significant impact on the individual's level of English language proficiency; or
 - (iii) who is migratory, whose native language is a language other than English, and who comes from an environment where a language other than English is dominant; and
- (D) whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the individual—
 - (i) the ability to meet the State's proficient level of achievement on State assessments described in section 1111(b)(3);
 - (ii) the ability to successfully achieve in classrooms where the language of instruction is English; or
 - (iii) the opportunity to participate fully in society.

Common Acronyms

- English Learner (EL)
- English Language Learner (ELL)
- Limited English Proficient (LEP)

**All of these acronyms are used to describe a student who speaks a language(s) other than English and has been identified as needing additional language support*

EL Students in Indiana

- 2012-2013 – 51,467 ELs
- Representing 235 languages
- About 80% of ELs speak Spanish as a native language
- Approximately 63% were born in the U.S.
- Around 37% are immigrants to the U.S.

II. Federal Requirements

Purpose:

This section outlines the federal requirements that all school corporations are required to comply with if they have identified EL student(s) attending their school corporation

Steps for Serving ELs

Identification



Assessment



Services



Exiting from Services &
Monitoring

III. The Home Language Survey

Purpose:

The HLS is a student-specific form used to identify language(s) spoken by a student that are other than English

HLS Specifics

- The three questions are the only questions that school corporations can use to determine whether a student speaks a language other than English
- The HLS should only be administered once to a student during their educational career (typically Kindergarten) or if a student moves to Indiana from out of state
- “Original HLS” refers to the HLS completed the first time a student is enrolled in school or moves from out of state
- A HLS is not administered every year to a returning student
- When a student moves from one school corporation to another within Indiana, the HLS is required to be transferred with the student in their cumulative folder

LAS Links Placement Test and Annual Assessment

Purpose:

The LAS Links Placement Test is an initial English proficiency screener that is administered and scored locally and used to determine the English proficiency of a student that has identified a language other than English on their HLS

Purpose:

The LAS Links Annual Assessment is a yearly assessment used to measure the English proficiency of identified LEP students in the following four domains:

***Listening, Speaking,
Reading and Writing***

Two Types of English Proficiency Assessments

LAS Links Placement Test

- Administered once (based on HLS) when a student first enrolls at a school corporation and does not have previous scores available

LAS Links Annual Assessment

- Administered each year to students that have been identified as LEP based on the LAS Links Placement Test or previous LAS Links Annual Assessment

IV. Individual Learning Plan (ILP)

Purpose:

The ILP is a specialized plan for each identified LEP student that details strategies, accommodations, modifications and goals to be implemented daily in the classroom in order to help LEP students be successful

ILP Specifics

- The ILP is a locally-developed form that is recommended to be created by the student's classroom teacher(s) in conjunction with the school's ENL teacher (if applicable) or another designee
- The ILP should be shared with the student to ensure the student understands what they are entitled to
- All LEP students (levels 1-4 or "NP"/"AP") must have an ILP
- Teachers and other staff members that work with an LEP student must be given a copy of the ILP and are required to implement the ILP within their classroom on a daily basis

What Should an ILP Include?

There is not a required ILP form that must be used; rather, school corporations retain the local responsibility to create an ILP based on their students' needs

However, recommendations to include in an ILP are as follows:

- General Information about the student (name, age, grade, school year)
- LAS Links Placement proficiency level (if applicable)
- Annual LAS Links proficiency level, with sub-group levels in Listening, Speaking, Reading and Writing
- State and local assessment information
- The language instruction program being used for the student
- Strategies, accommodations, and modifications for the student to be implemented in all classes
- Goals for the student (quarterly, semester, year-end)

State Testing Accommodations for English Learners

- Extended time (one and a half or double time)
- Small Group testing by a familiar teacher
- Approved word-to-word dictionaries (if literate in native language)
- Read aloud (all items read verbatim with the exception of ELA)
- Read test/assignment directions and questions

V. Program Requirements

Purpose:

This section outlines a school corporation's obligation in providing services with state and local funds

Title III:

Additional services provided to students **above and beyond** the Core Instruction and Lau Requirements.
Title III federal funds can be used for this purpose.



“Lau” Requirements:

English language development services that are provided to **EL students** in order to meet federal requirements. These services are ***in addition to*** the core instruction. **State and local funds** are used to meet the Lau Requirements.
Federal funds (ex: Title III) cannot be used to meet this requirement.



Core Instruction:
Provided to all students.

Supplement vs. Supplant

- Supplement vs. Supplant requirements ensure that services provided with federal funds are *in addition to* and *do not replace* (or supplant) services that students would otherwise receive
- State and local funds must be used to provide the activities outlined in this presentation
- Therefore, using federal funds for activities discussed in this presentation would be supplanting

English Learners in the Core Content

Responsive Mainstream Classrooms

- The power is in the core
- Students' primary language is honored
- All teachers are language teachers- content and language skills are integrated
- Mainstream teachers and EL teachers work collaboratively
- Scaffolding and ways of support are built into the lessons
- English Learners are engaged 90% - 100% of the time

The Procedure

The procedure is actually quite simple. First you arrange things into different groups depending on their makeup. Of course, one pile may be sufficient depending on how much there is to do. If you have to go somewhere else due to lack of facilities, that is the next step; otherwise, you are pretty well set. It is important not to overdo any particular endeavor. That is, it is better to do too few things at once than too many. In the short run, this may not seem important, but complications from doing too many can easily arise. A mistake can be expensive as well.

The manipulation of the appropriate mechanisms should be self-explanatory, and we need not dwell on it here. At first, the whole procedure will seem complicated. Soon, however, it will become just another facet of life. It is difficult to foresee any end to the necessity for this task in the immediate future, but one can never tell.

Answer these questions

- What's the first thing that you do?
- What is it important not to do?
- If you do too many things, what might happen?
- What is this passage about?



Laundry service in Agra (5): drying
by Harry Khosra

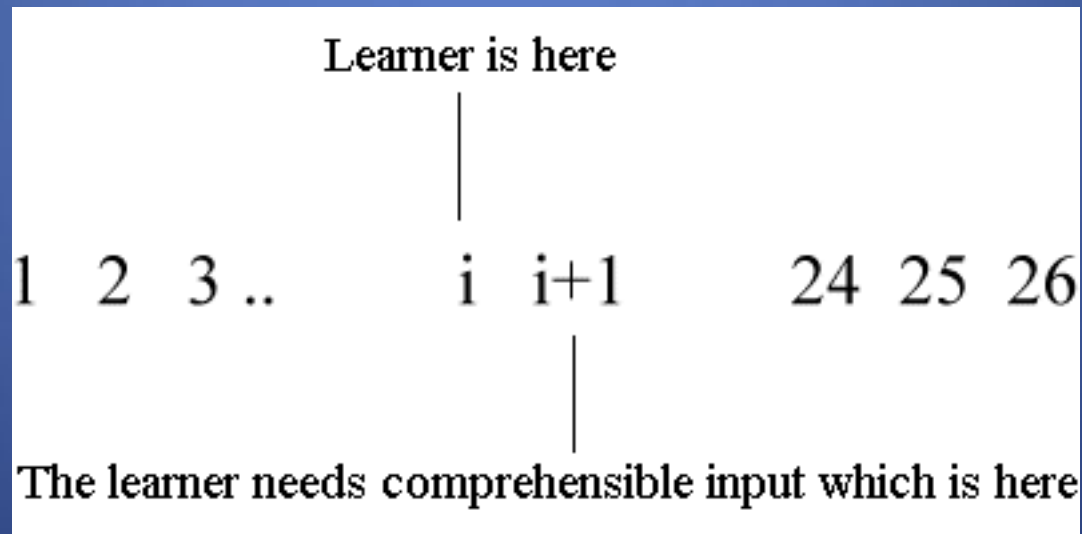


Second Language Acquisition Theory:

Krashen's $i + 1$

$i + 1$ = comprehensible input

- “ i ” is input—meaningful input based on real communication that is immediately comprehensible to the language learner
- “ $+1$ ” = the next level where language is advanced just enough so that the learner is challenged by it— but able to learn it!



Second Language Acquisition Theory: Vygotsky's Zone of Proximal Development

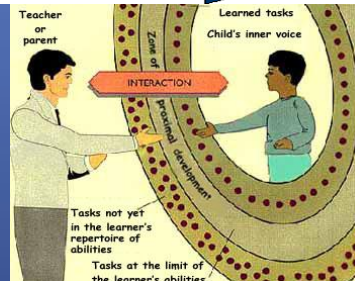
Zone of Proximal Development

Skills too difficult for a child to master on his/her own, but that can be done with guidance and encouragement from a knowledgeable person.

What is Known

What is not Known

Learning



English Learners in the Core Content

- Visuals, modeling, demonstrations, vocabulary previews, adapted texts, and multicultural materials
- Highly interactive classrooms, cooperative learning, peer tutoring, flexible grouping
- Language instruction integrated with challenging academic instruction
- Tasks that emphasize problem solving, discovering learning, integrating reading, writing, listening, speaking
- Outcome and performance-based assessments

English Learners in the Core Content

Theories

- As English learners engage in increasingly complex tasks, they improve their language proficiency skills.
- English learners require increasingly challenging instruction, but they need to be supported.
- English learners need to be immersed in the oral and written discourse. Teachers need to hold high expectations of performance.

English Learners in the English Language Development Classroom

English only programs:

- ***Sheltered English or Sheltered Instruction Observational Protocol (SIOP), Specially Designed Academic Instruction in English (SDAIE), or***
- ***Content-based English as a Second Language (ESL)***
 - While there are some minor differences across these, the overall goal is proficiency in English while learning content in an all-English setting
 - Students from various linguistic and cultural backgrounds can be in same the class
 - Instruction is adapted to students' proficiency level and supplemented by gestures, visual aids
 - May be used with other methods; e.g., early exit may use L1 for some classes and SDAIE for others

English Learners in the English Language Development Classroom

- ***Structured English Immersion (SEI)***
 - The goal is fluency in English, with only LEP students in the class
 - All instruction is in English, adjusted to the proficiency level of students so subject matter is comprehensible
 - Teachers need receptive skill in students' L1 and sheltered instructional techniques
- ***English Language Development (ELD) or ESL Pull-out***
 - The goal is fluency in English
 - Students leave their mainstream classroom to spend part of the day receiving ESL instruction, often focused on grammar, vocabulary, and communication skills, not academic content
 - There is typically no support for students' native languages
- ***ESL Push-in***
 - The goal of this approach is fluency in English; students are served in a mainstream classroom, receiving instruction in English with some native language support if needed; and the ESL teacher or an instructional aide provides clarification, translation if needed, using ESL strategies.

English Learners in the English Language Development Classroom

Programs that use English and another language include:

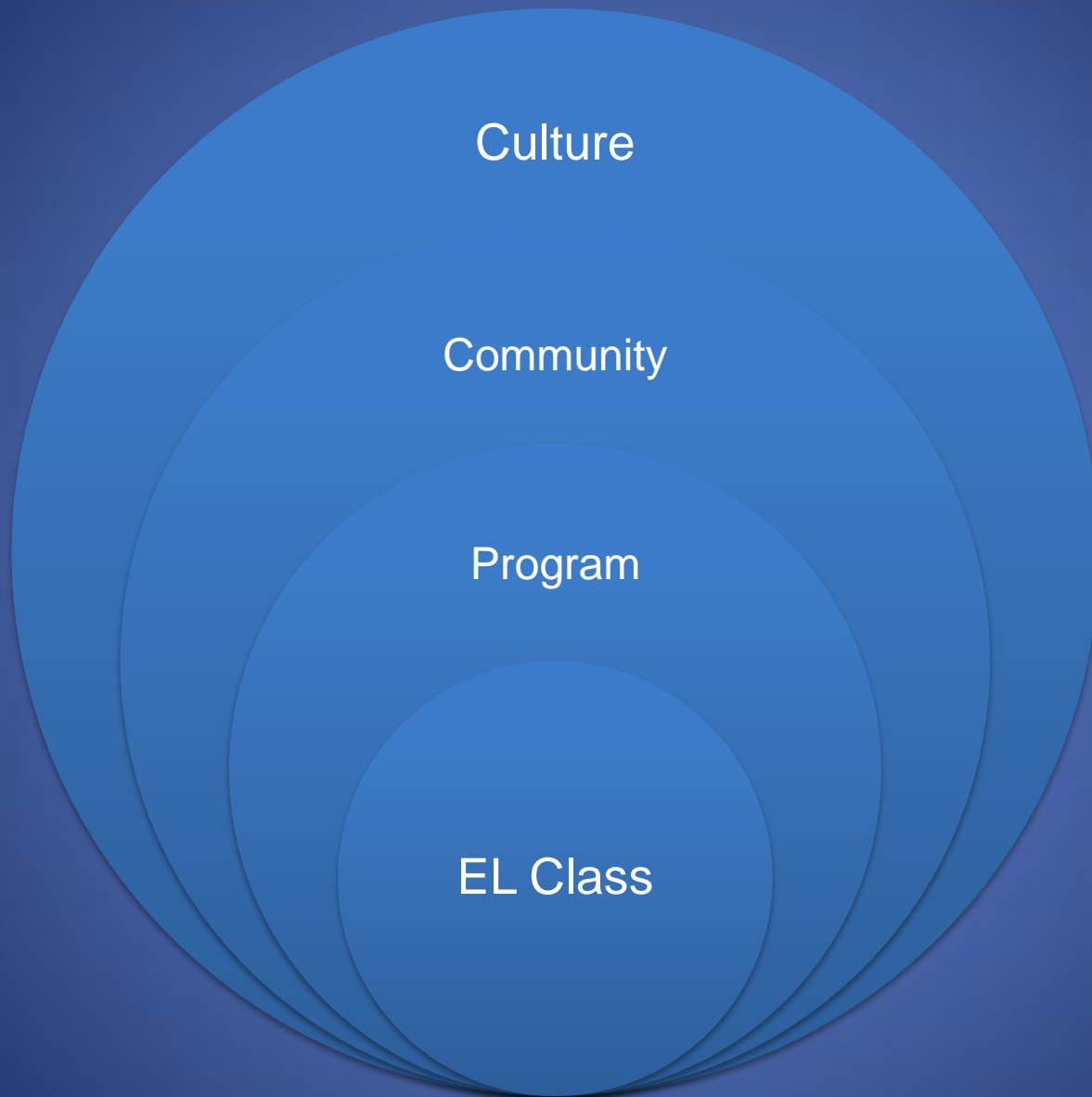
Two-way Immersion or Two-way Bilingual, Dual Language

- The goal is to develop strong skills and proficiency in both L1 (native language) and L2 (English)
- Includes students with an English background and students from one other language background
- Instruction is in both languages, typically starting with smaller proportions of instruction in English, and gradually moving to half in each language
- Students typically stay in the program throughout elementary school
- When called “dual language,” may refer to students from one language group developing full literacy skills in two languages – L1 and English

English Learners in the English Language Development Classroom

Late Exit Transitional, Developmental Bilingual, or Maintenance Education

- The goal is to develop some skills and proficiency in L1 and strong skills and proficiency in L2 (English)
- Instruction at lower grades is in L1, gradually transitioning to English; students typically transition into mainstream classrooms with their English-speaking peers
- Differences among the three programs focus on the degree of literacy students develop in the native language



Culture

“Why do they do that?”

Understanding Your English Learners

We don't see things as they are. We see them as we are.

Culture is the filter through which we see the world.

Anais N

Definition of Culture

“Culture is the sum of attitudes, customs, and beliefs that distinguish one group of people from another. Culture is transmitted through language, material objects, rituals, institutions, and art from one generation to the next.”

The Dictionary of Cultural Literacy

The Iceberg of Culture

**Surface
Culture**

food ▪ dress

visual arts ▪ drama ▪ crafts

dance ▪ literature ▪ language

celebrations ▪ games ▪ music



The Iceberg of Culture

Surface Culture

food ▪ dress

visual arts ▪ drama ▪ crafts

dance ▪ literature ▪ language

celebrations ▪ games ▪ music



courtesy ▪ contextual conversational patterns ▪ concept of time

personal space ▪ rules of conduct ▪ facial expressions

nonverbal communication ▪ body language ▪ touching ▪ eye contact

patterns of handling emotions ▪ notions of modesty ▪ concept of beauty

courtship practices ▪ relationships to animals ▪ notions of leadership

tempo of work ▪ concepts of food ▪ ideals of childrearing

theory of disease ▪ social interaction rate ▪ nature of friendships

tone of voice ▪ attitudes toward elders ▪ concept of cleanliness

notions of adolescence ▪ patterns of group decision-making

definition of insanity ▪ preference for competition or cooperation

tolerance of physical pain ▪ concept of "self" ▪ concept of past and future

definition of obscenity ▪ attitudes toward dependents ▪ problem-solving

roles in relation to age, sex, class, occupation, kinship, and so forth

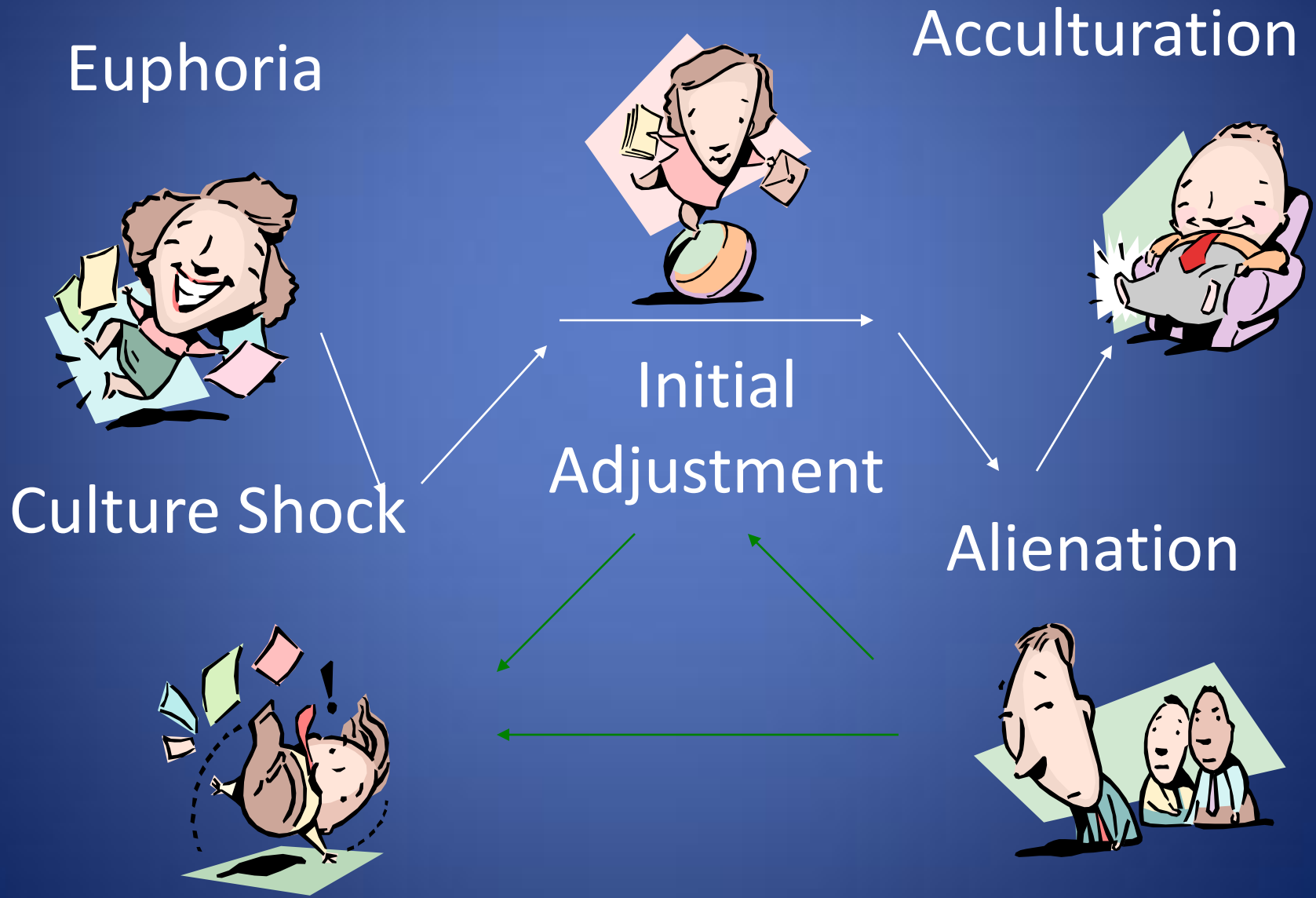
Deep Culture

“Home and school cultures may not share the same norms and expectations. Concepts of “education” in Latino culture does not necessarily correspond to concepts of individualism, competition, and independence among Americans

But teachers can become “cultural brokers” who can “translate” important concepts across differences in value and meaning”

Latino Educational Equity, Compendium of Best Practices
in Latino Education in the United States

The Process of Acculturation



How ALL teachers can help EL students in their cultural adaptation

Ensure that success is achieved and felt every day

- Provide a low-anxiety environment.
- Don't expect/demand instant/complete acculturation.
- Provide intensive language development.
- In the mainstream classroom:
 - Increase comprehension!
 - Increase practice!
 - Adjust the workload!
 - Structure pair and group activities/projects that help English learners make friends.

Skills in 1st Language

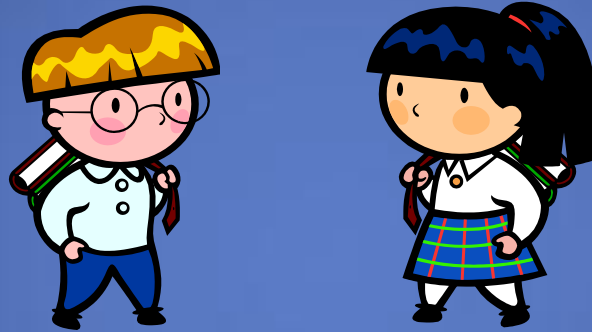
Culture

Personality

Geography

Family Situation

Background



**Factors
that may
affect
student
learning**

English Learner

The Learning Environment

Teacher

Class Program

Other Students

School/Community

The ESL Program



How Can Schools and Teachers Help Parents?

- Provide thorough orientation about the school.
- Inform parents of school expectations for the responsibilities of a parent.
- Explain how an EL student will be able to follow the curriculum.
- Show how students' progress will be evaluated.
- Give the name(s) of staff that will be ABLE and WILLING to answer questions.
- Treat each parent as an individual.

Migrant Education Program (MEP)

Who is a Migrant Student?

- A child (ages 3-21) who in the preceding 36 months, in order to accompany or join a parent, spouse, or guardian who is a migratory agricultural worker:
 - Has moved from one school district to another
 - In a State that is comprised of a single school district; has moved from one administrative area to another within such district
- A child who is a migratory agricultural worker.

MEP Overview

- The Title I, Part C, Migrant Education Program (MEP) of the *No Child Left Behind* Act funds support high quality education programs for migratory children and help ensure that migratory children who move among the states are not penalized in any manner by disparities among states in curriculum, graduation requirements, or state academic content and student academic achievement standards.
- The goal of the Migrant Education Program is to ensure that all migrant students reach challenging academic standards and graduate with a high school diploma (or complete a GED) that prepares them for responsible citizenship, further learning, and productive employment.

Indiana Migrant Statistics

- Over 87% of migrant students come to Indiana from within the United States. About 11% of Indiana's migrant students arrive in Indiana from Mexico, and around 2% arrive from other nations. Of the students that come from within the U.S., approximately 80% are from Texas, while the other students come from Florida (10%), Georgia (3.5%), California (3%), and a combination of other states.
- Indiana's agricultural economy utilizes Migrant labor for crops like corn, tomatoes, and melons. Migrant farm workers arrive in Indiana throughout the year, with peak arrival months being April (5%), May (10%), June (15%), July (51%), August (11%).

Refugee Students in American Classrooms

Who is a refugee?

“Any person who is outside any country of such person’s nationality, and who is unable to return to, and is unable to avail himself or herself of the protection of that country because of persecution or a well-founded fear of persecution on account of race, religion, nationality, membership in a particular social group, or political opinion. ”

Refugee Act of 1980, P. L. No. 96-212, USA Congress

How do refugees end up in Indiana?



U.S. Congress

ORR (Office of Refugee Resettlement)



Indiana:

- Catholic Social Services (Refugee Resettlement Program)
- Exodus Christian Church Refugee/Immigration Program
- World Church Services

Refugees in Indiana



- Existing: refugees from Liberia, Somalia, Afghanistan, Ethiopia, Eritrea, Sudan
- New: Karen, Karenni, and Chin ethnic groups (Burma=Myanmar); Iraqi (Iraq)

What have refugee families been through?



Surviving of many years of civil conflict and political terror that killed thousands of people

Years spent in the chaos of war and refugee camps

Continuous anxiety about the family members left behind

Loss of all possessions, familiar environment, family members, friends and neighbors

Need to survive and adjust in a completely new and unknown environment

School corporations impacted by refugee students

Numbers of limited English proficient (LEP) refugee students (as of September 2012):

- MSD Perry Twp: 1300
- Fort Wayne CS: 550
- East Allen CS: 400
- MSD Washington Twp: 250
- IPS: 90
- ST of Speedway: 40
- Logansport SC: 20
- South Bend SC: 15

Refugee Parents

- Coming from a pre-literal and pre-technological background
- May be illiterate in any language
- Lost in unfamiliar surroundings
- Struggling economically
- Limited in their parental role





Refugee Students

- May have experienced extreme trauma
- Lack of experience with U.S. type of schooling
- Lack of understanding from American peers
- Going through a difficult and stressful psychological adjustment
- Tremendously dependent on the school system for guidance



How can schools and teachers help?

- Provide extensive orientation to the school
- Make all school rules very explicit!
- Connect with CSS or Exodus case managers who know the student's language and culture
- Learn about the student's culture and background
- Form a mentoring relationship
- Provide counseling
- Provide remedial educational services



Office of Grants Management, Monitoring, and Reporting

IDOE Monitoring of Federal Programs

NCLB 2001 requires State Education Agencies (SEAs) to monitor Local Education Agencies (LEAs). The purpose of monitoring is to ensure LEAs are in compliance with federal grant administration requirements.

Starting with 2011-2012 school year the Indiana Department of Education (IDOE) began implementing consolidated monitoring for Title I, Part A; Title II, Part A; and Title III, Part A.

IDOE Monitoring of Federal Programs

Each LEA has been assigned to one of three cycles over a three year period. The three cycles as of the 2012-2013 school year consist of:

Fiscal Monitoring Cycle,
Onsite Monitoring Cycle, and
Desktop Monitoring Cycle.

Note: While all LEAs assigned to the Desktop Cycle will be monitored during their assigned year, not all LEAs assigned to the Fiscal or Onsite cycles will be monitored during their assigned year. Only a sampling of LEAs will be selected for Fiscal or Onsite monitoring each year.

Where to find information about IDOE monitoring

Learning Connection Communities where cycle monitoring information has been posted
(see the *“2012-2013 Cycle Monitoring”* folder):

- IDOE – Title I
- IDOE – Title II Part A, Improving Teacher Quality and Effectiveness
- IDOE – Title III and NESP (English Learners)

Contact Information

- Charlie Geier

Director of Early Learning and
Intervention

317-232-6671

cgeier@doe.in.gov

- Olga Tuchman

Grants Management,
Monitoring, and Reporting

317-232-0554

otuchman@doe.in.gov

- Rachel Davidson

EL and Migrant Education
Manager

317-232-0558

rdavidson@doe.in.gov

- Wyatt Clarke

EL Specialist

317-233-0786

wclarke@doe.in.gov

- Doris Waters

Migrant Specialist

317-234-6868

dwaters@doe.in.gov